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ABSTRACT

This document provides the final evaluation report of the language development component of the Columbus, Ohio, Public Schools' Chapter 1 All-Day Kindergarten Program for 1989-1990. The overall goal of the program was to prepare underachieving kindergarten children for first grade. A total of 17 teachers in 17 elementary schools participated in the program. Each teacher taught two groups, and each group was limited in size to 15 pupils. Information collected on the Pupil Census Forms indicated that the program served 565 pupils for an average of 13.8 hours of instruction per week. The average daily membership in the program was 481.9 pupils. The data indicated that 265 of the pupils tested gained 3 normal curve equivalent (NCE) points or more in total reading for the instructional period, while 279 gained 3 NCE points or more in oral comprehension. The average NCE gain on the total reading test was 24.7. The average gain on the oral comprehension test was ł8.4. These numbers represented a gain of more than one and a half times the expected rate of progress for the areas assessed. An objective concerning the documentation of parent involvement in reading activities in the home was not met. It is strongly recommended that an improved program be continued in the 1990-1991 school year. Related forms and materials are appended. (RH)

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ED329362

Elementary and Secondary Education Act - Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
ALL DAY KINDERGARTEN PROGRAM

January 1991

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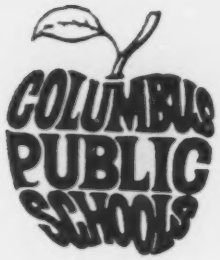

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Elementary and Secondary Education Act - Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
ALL DAY KINDERGARTEN PROGRAM
1989-90

ABSTRACT

Program Description: The All Day Kindergarten (ADK) Program served 565 pupils. Funding of the program was made available through the Elementary and Secondary Education Act - Chapter 1 of 1989.

The purpose of the Columbus Public Schools in planning the ADK Program was to provide a full day of instruction for underachieving kindergarten pupils. The overall goal of the program was to prepare pupils for first grade. The program provided pupils with an extra half day of instruction in addition to the half day of instruction provided in the regular kindergarten classroom. The program operated on the philosophy that the additional help and attention provided by the program would better prepare underachieving kindergarten pupils for successful learning experiences in first grade.

To reach the 1989-90 program goal, 17 program teachers served in 17 Chapter 1 eligible elementary schools. Each All Day Kindergarten teacher provided daily instruction for two groups of pupils. Groups were limited to 15 pupils each, with each group being instructed for an average of 13.8 hours each week.

Time Interval: For evaluation purposes, the All Day Kindergarten Program started on October 2, 1989 and continued through March 30, 1990. This interval of time gave 116 days of program instruction. Pupils included in the final pretest-posttest analysis must have attended at least 92.8 days (80%) during the time period stated above.

Activities: Implementation of the program was accomplished through daily instructional activities to strengthen and extend regular classroom instruction without pursuing the basic reading readiness textbooks. Emphasis was placed on activities which would increase language development and enhance those skills needed to be successful in first grade.

Achievement Objective: The first and second evaluation objectives stated that at least 50% of the pupils who attend the program at least 80 percent of the instructional period will gain at least 3.0 normal curve equivalent (NCE) points for the instructional period in total reading for the first objective and in oral comprehension for the second. The third objective stated that at least 50 percent of the parents of pupils who attend the program at least 80 percent of the instructional time period will report that they spent 75 minutes per week listening to their child read or reading aloud to their child.

Evaluation Design: The major evaluation effort was accomplished through the administration of the Vocabulary Test and the Oral Comprehension Test, Form U, Level A, of the Comprehensive Tests of Basic Skills (CTBS). Analyses of the data included comparison between pretest and posttest change scores in terms of raw scores, percentiles, and NCEs.

Major Findings/Recommendations: The information collected on the Pupil Census Forms indicated that the program served 565 pupils for an average of 13.8 hours of instruction per week. The average daily membership in the program was 481.9 pupils. The average days of enrollment per pupil was 98.9 days and the average attendance per pupil was 87.9 days. The average number of pupils served per teacher was 33.2.

The attendance criterion was met by 365 pupils, which was 64.6% of the 565 English speaking pupils served. Of these, 313 received both administrations of the achievement test and had valid scores on Total Reading; 339 had valid scores on Oral Comprehension.

The data indicated of those tested in the sample, 265 (84.7%) pupils gained 3.0 NCE points or more for the instructional period in Total Reading; 279 (82.3%) pupils gained 3.0 NCE points or more for the instructional period in Oral Comprehension. The average NCE gain for the Total Reading test was 24.7 and 18.4 points for the Oral Comprehension test. These numbers represented a gain of more than one and one half times the expected rate of progress for the areas assessed in reading. Thus, the evaluation objectives were met with more than 50% of the sample pupils with gains of 3.0 NCE points or more for the treatment period.

Parents/Guardians were encouraged by program teachers to be involved with their child through reading related activities and to share in the reading experience at home. Documentation of parent involvement, objective three, was accomplished through the weekly completion and return of the Read At Home Log. Data were collected from 116 (31.8%) of the 365 pupils who met the attendance criterion for inclusion in the analysis. Of the 365 pupils, 18.6% (68) had parents who reported spending 75 minutes or more per week in working with their child. Teacher comments indicated difficulty in getting parents to return the log consistently and in teachers having the time to manage the home reading process. Evaluation objective three was not attained.

The analyses of monthly parent involvement indicated the greatest amount of parent involvement occurred in September, with a total of 652 parent hours. The least amount of parent involvement occurred in January, with a total of 83.5 parent hours reported. An unduplicated count of an estimated 687 parents were directly involved with the program. Areas of parent involvement included: (a) planning operation, and/or evaluation; (b) group meetings; (c) individual conferences; (d) classroom visits and field trips; and (e) visits by the program teacher to their homes.

Program teachers attended two inservice meetings during the school year. The meetings which were evaluated received very positive ratings by program teachers and comments indicated ideas shared were valued.

The program evaluator collected process evaluation data by visiting selected project schools. Visitations occurred during the period from February 19 to March 23, 1990. Data gathered regarding evaluation and program concerns were generally found to be satisfactory. Communication with cooperating teachers was rated as very good. Coordinating instruction of the reading program was rated as very important and generally occurred on an informal basis. The data strongly indicated that program teacher efforts at parent involvement were not as successful as desired. Some concerns were expressed regarding the selection process, testing procedures, facilities, and environmental noise. Teachers expressed a desire for more inservice meetings during the school year.

It is strongly recommended that the All Day Kindergarten program be continued in the 1990-91 school year, and that consideration be given those skills suggested for teachers to improve instruction and enhance program success. Greater parent involvement is encouraged to help children in the learning process, with more time-efficient methods employed by teachers and parents to document parent involvement.

Elementary and Secondary Education Act - Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
ALL DAY KINDERGARTEN PROGRAM

January 1991

Program Description

The All Day Kindergarten Program was instituted in the Columbus Public Schools in January 1972, for the purpose of providing a full day of instruction for underachieving kindergarten pupils. The overall goal of the program is to prepare pupils for first grade. The program provides pupils with an extra half day of instruction in addition to the half day of instruction provided in the regular kindergarten classroom. The program operates on the philosophy that the additional help and attention provided by the program will better prepare underachieving kindergarten pupils for successful learning experiences in first grade.

To reach the 1989-90 program goal, 17 program teachers served in 17 Chapter 1 eligible elementary schools. The schools are listed below.

Avondale	Lincoln Park	Reeb
Beck	Linden	Second Ave.
East Columbus	Livingston	Sullivant
Highland	Main	Trevitt
Kent	Medary	West Broad
Koebel	Ohio	

Each All Day Kindergarten teacher provided daily instruction for two groups of pupils. Groups were limited to 15 pupils each.

Evaluation Objective

The three evaluation objectives for the All Day Kindergarten (ADK) program were as follows:

At least 50 percent of the pupils who attend the program at least 80 percent of the instructional period will gain at least 3.0 normal curve equivalent (NCE) points for the instructional period in total reading. Gain will be measured by a nationally standardized achievement test.

At least 50 percent of the pupils who attend the program at least 80 percent of the instructional period will gain at least 3.0 normal curve equivalent (NCE) points for the instructional period in oral comprehension. Gain will be measured by a nationally standardized achievement test.

At least 50 percent of the parents of pupils who attend the program at least 80 percent of the instructional time period will report that they spent 75 minutes per week listening to their child read or reading aloud to their child.

For evaluation purposes, the All Day Kindergarten Program started on October 2, 1989 and continued through March 30, 1990. This interval of time gave 116 days of program instruction. Pupils included in the final pretest-posttest analysis must have attended at least 92.8 days (80%) during the time period stated above.

Evaluation Design

The evaluation design for the All Day Kindergarten program called for the collection of data in seven areas. A copy of each instrument is found in the Appendix, with the exception of the standardized achievement test.

1. Standardized Achievement Test Information

   The instrument used to assess pupil progress in language was the Vocabulary Test and the Oral Comprehension Test (Form U, Level A) of the Comprehensive Tests of Basic Skills (CTB/McGraw-Hill Staffwriters, 1981). This test which is published by CTB/McGraw-Hill has empirical norms for fall and spring established in October 1980 and April 1981. The program pupils were pretested the week of September 25, 1989 and posttested the week of April 2, 1990.

2. Home Reading Information

   The ADK Home Reading log was constructed locally to collect information about the amount of time each parent/guardian spent in working with his/her child in reading related activities at home. All parents were encouraged to complete and return a log each week to the program teacher from October 20, 1989 to March 30, 1990. In addition, an ADK Home Reading Form for each classroom, with each pupil listed, was completed by the program teacher for the week of January 22, 1990. Copies of the ADK Home Reading forms are included on pages 18-19 of the Appendix.

3. ESEA Chapter 1 Pupil Census Information

   A Pupil Census Form was completed by program teachers for each pupil served to provide the following information: days of program enrollment, days of program attendance, hours of instruction per week, English speaking status, if special education qualified, and perceived level of program progress. The form also includes information on the pupil's grade and sex. Collection of these forms was completed in April 1990. A copy of the Pupil Census Form can be found in the Appendix, page 20.

4. Parent Involvement Information

   The Parent Involvement Survey was designed to provide information on involvement of parents with ESEA Chapter 1 programs, as required in the Annual Chapter 1, ESEA, Evaluation Report. It was filled out

monthly by all program teachers. Monthly data included number of parents and number of hours involved in five categories of parent involvement, including a monthly unduplicated count of parents involved. In addition, a yearly unduplicated count of parents was collected at the end of the school year. Copies of the Parent Involvement Survey are included on pages 21-22 of the Appendix.

5. Inservice Evaluation Information

The Orientation Inservice Evaluation Form and the General Inservice Evaluation Form were constructed locally to collect information about the effectiveness of the inservice meetings as well as provide feedback to the program administrators. The orientation evaluation form was distributed to program teachers at the first inservice meeting, September 6, 1989; the general evaluation form was distributed to program teachers at all subsequent meetings which occurred during the 1989-90 school year. Inservice Evaluation Forms are included on pages 23-25 of the Appendix.

6. ESEA Chapter 1 Teacher Census Information

The Teacher Census Form was designed to provide identification information regarding program personnel. Data from this form included the school and program assignment as well as the program and school code, and the assigned Program Coordinator. The forms were completed by the program teachers and collected at the Chapter 1 teachers' orientation meeting held September 9, 1989. See Appendix, page 26, for a copy of the Teacher Census Form.

7. Evaluator's Visitation Log

In addition to the types of data specified in the evaluation design, process evaluation data were obtained via on-site visitations to program classrooms during the period from February 19 to March 23, 1990. An Evaluator's Visitation Log was completed during each classroom visit to record the results of the evaluator's observations and interview with the teacher. The Log was designed to record pertinent information regarding record keeping, communication, pupil selection procedures, evaluation feedback, facilities, and program materials. See Appendix pages 27 and 28 for a copy of the Evaluator's Visitation Log.

Major Findings

The information collected on the Pupil Census Forms is summarized in Table 1. The program served 565 pupils for an average of 13.8 hours of instruction per week. The average daily membership in the program was 481.9 pupils. The average days of enrollment per pupil was 98.9 days and the average attendance per pupil was 87.9 days. The average number of pupils served per teacher was 33.2.

The evaluation sample was comprised of those pupils who attended 80% of the program days, who received both a pretest and a posttest, and were English speaking. The attendance criterion was met by 365 pupils, which was 64.6% of the 565 pupils served. Of these, 313 received both administrations of the achievement test. Data from testing are presented in Tables 2-9.

Table 1

Number of Pupils Served; Averages for Days of Enrollment, Days of Attendance, Daily Membership and Hours of Instruction Per Week; and Pupils Attending 80% of Days
1989-90

Grade	Pupils Served	Girls	Boys	Average Days of Enrollment	Average Days of Attendance	Average Daily Membership	Average Hours of Instruction per Pupil per Week	Pupils Attending 80% of Days
K	565	255	310	98.9	87.9	481.9	13.8	365

Table 2

Minimum, Maximum, Average, and Standard Deviation of the Total Reading Pretest and Posttest Raw Scores
1989-90

Grade	Number of Test Items	Number of Pupils	Pretest Min.	Pretest Max.	Pretest Average Correct	Pretest Standard Deviation	Posttest Min.	Posttest Max.	Posttest Average Correct	Posttest Standard Deviation	Average Change
K	31	313	2	23	14.1	3.9	12	31	23.1	3.8	9.0

The analyses of the total reading pretest-posttest achievement data for raw score minimums, maximums, averages, and standard deviations are shown in Table 2. The average number of items correct on the posttest was 23.1 which is an average increase of 9.0 items or 29.0% increase from pretesting for the 31 item test.

The analyses of the oral comprehension pretest-posttest achievement data for raw score minimums, maximums, averages, and standard deviations are shown in Table 3. The average number of items correct on the posttest was 11.0 which is an average increase of 4.0 items or 26.6% increase from pretesting for the 15 item test.

The total reading pretest-posttest percentile data are presented in Table 4. The median percentile for the pretest was 10.0, which was well below the 36th percentile. Percentile scores on the posttest ranged from 1%ile to 98%ile with a median of 51.0.

The oral comprehension pretest-posttest percentile data are presented in Table 5. The median percentile for the pretest was 14.0, which was well below the 36th percentile. Percentile scores on the posttest ranged from 1%ile to 96%ile with a median of 37.

The presentation of achievement data thus far has included results from the analysis of raw scores and percentiles. Raw scores are equal units of measurement, but can only provide a limited interpretation of achievement data. Percentiles provide comparative information but are not equal units of measure. Caution is advised in drawing conclusions about program impact from any of the scores above. Normal curve equivalents (NCEs) are generally considered to provide the truest indication of pupil growth in achievement, since they provide comparative information in equal units of measurement. Data for normal curve equivalents for the total reading and oral comprehension skills tested are presented in Tables 6 and 7.

The overall NCE gain for the program averaged 24.7 points on the total reading test. While the overall NCE gain on the oral comprehension test averaged 18.4 points during the treatment period (see Tables 6 and 7).

Table 8 contains total reading test data related to changes in NCE scores for three ranges: (a) no improvement in NCE scores (0.0 or less); (b) some improvement in NCE scores (0.1 to 2.9); and (c) substantial improvement in NCE scores (3.0 or more). Basic test data indicated that 272 (86.9%) pupils made gains in NCE scores. More specifically, 265 (84.7%) made substantial improvement and 7 (2.2%) made some improvement in NCE scores, while 41 (13.1%) made no improvement. The first evaluation objective set a goal that at least 50 percent of the sample pupils would gain at least 3.0 NCE points for the instructional period in total reading. The evaluation objective was met with 84.7% of the pupils gaining 3.0 NCE points or more for the treatment period.

Table 9 contains oral comprehension skills test data regarding changes in NCE scores for three ranges. The data indicate 279 (82.3%) pupils made substantial improvement and 60 (17.7%) made no improvement. The second evaluation objective set a goal that at least 50 percent of the sample pupils would gain at least 3.0 NCE points for the instructional period in oral comprehension. The evaluation objective was met with 82.3% of the pupils gaining 3.0 NCE points or more for the treatment period.

Table 3

Minimum, Maximum, Average, and Standard Deviation
of the Oral Comprehension Pretest
and Posttest Raw Scores
1989-90

Grade	Number of Test Items	Number of Pupils	Pretest Min.	Pretest Max.	Pretest Average Correct	Pretest Standard Deviation	Posttest Min.	Posttest Max.	Posttest Average Correct	Posttest Standard Deviation	Average Change
K	15	339	1	14	7.0	2.3	4	15	11.0	2.4	4.0

Table 4

Minimum, Maximum, Median, and Standard Deviation
of the Total Reading Pretest and Posttest Percentiles
1989-90

Grade	Number of Pupils	Pretest Min.	Pretest Max.	Pretest Median Percentile	Pretest Standard Deviation	Posttest Min.	Posttest Max.	Posttest Median Percentile	Posttest Standard Deviation
K	313	1	73	10.0	14.8	1	98	51.0	28.6

Table 5

Minimum, Maximum, Median, and Standard Deviation
of the Oral Comprehension Pretest
and Posttest Percentiles
1989-90

Grade	Number of Pupils	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
K	339	3	89	14.0	15.5	1	96	37.0	28.6

Table 6

Minimum, Maximum, Average, and Standard Deviation of the
Total Reading Pretest and Posttest
Normal Curve Equivalents (NCE)
1989-90

Grade	Number of Pupils	Pretest				Posttest				Average Change
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	
K	313	1	63.0	24.1	13.7	1	94.0	48.7	20.6	24.7

Table 7

Minimum, Maximum, Average, and Standard Deviation of the
Oral Comprehension Pretest and Posttest
Normal Curve Equivalents (NCE)
1989-90

Grade	Number of Pupils	Pretest				Posttest				Average Change
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	
K	339	12	75	27.4	12.8	1	88	45.8	20.7	18.4

Table 8

Change Categories in Normal Curve Equivalents (NCE) Scores of the
Total Reading Tests for All Day Kindergarten Pupils
1989-90

	Pupils in Sample	No Improvement (0.0 or less)	Some Improvement (0.1 to 2.9)	Substantial Improvement (3.0 or more)
Number of Pupils	313	41	7	265
% of Pupils		13.1%	2.2%	84.7%

Table 9

Change Categories in Normal Curve Equivalents (NCE) Scores of the Oral Comprehension Tests for All Day Kindergarten Pupils 1989-90

	Pupils in Sample	No Improvement (0.0 or less)	Some Improvement (0.1 to 2.9)	Substantial Improvement (3.0 or more)
Number of Pupils	339	60	0	279
% of Pupils		17.7%	0.0%	82.3%

Parents/Guardians were encouraged by program teachers to be involved with their child through reading related activities and to share in the reading experience at home. Documentation of parent involvement was accomplished through the weekly completion and return of the Read At Home Log (see Appendix page 18). To enhance the parent/child reading experience, teachers distributed a variety of reading materials and logs to parents weekly. Teachers collected all materials dispersed, maintained records to document the process, and completed the ADK Home Reading Form in March, 1990 (see Appendix page 19). To encourage the parent/child reading efforts a variety of incentives were employed by program teachers, which included giving books, certificates, small tokens, treats, telephone calls to parents, notes, etc.

Table 10 contains data regarding the amount of time parents/guardians reported spending in working with his/her child as specified in reading related activities at home. Data were collected for 116 (31.8%) of the 365 pupils who met the attendance criterion for inclusion in the analysis. Of the 365 pupils, 18.6% (68) had parents who reported spending 75 minutes or more per week working with their child. The teacher comments indicated difficulty in getting parents to return logs consistently and in teachers having the time to manage the home reading process.

The evaluation objective set a goal that at least 50 percent of the parents of pupils in attendance for at least 80 percent of the program would report that they spent 75 minutes per week listening to or reading to the child. The data indicated 18.6% of these parents reported involvement as specified. The evaluation objective was not attained.

Table 10

Number, Percent, and Minutes Reported by Parents/Guardians
in Reading With Their Child at Home for the
Week of January 22, 1990

	Pupils for Whom Data were Reported	Duration of Involvement Reported by Parents/Guardians	
		Did Not Exceed 75 Minutes	Met or Exceeded 75 Minutes
N	116	48	68
%*	31.8%	13.2%	18.6%

*Percent of the 365 pupils who met the attendance criterion

Monthly involvement of program parents is summarized in Table 11. If total parent hours per month are used as a basis of comparison, the most frequent occurrence of parent involvement was in September, with a total of 652 parent hours and the least involvement occurred in January, with a total of 83.5 parent hours reported. The number of parents involved is not additive, since a

Table 11

Number of Parents Involved and Total Parent Hours Reported by Month
1989-90

Items	Months										
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	Total
1. Parents involved in the planning, operation and/or evaluation of your unit											
Number of Parents	8	11	3	1	2	2	2	1	5	12	47
Total Parent Hours	19	5	1.5	0.5	0.5	1	4	1	7.5	12	52
2. Group meetings for parents											
Number of Parents	486	126	31	84	2	18	52	11	106	65	981
Total Parent Hours	583	108	43	94	0.5	16	76.5	14	111	86.5	1132.5
3. Individual parent conferences											
Number of Parents	110	128	225	77	106	250	111	100	91	25	1223
Total Parent Hours	30.5	38	77.5	28	30	89.5	36.5	34	31.5	8	403.5
4. Parental classroom visits or field trips											
Number of Parents	16	96	38	40	23	13	27	27	42	47	369
Total Parent Hours	12.5	169.5	85	42.5	48	28.5	32.5	23.5	81	78	601
5. Visits by teacher to parents' homes											
Number of Parents	23	5	5	5	8	1	3	19	4	0	73
Total Parent Hours	7	2	2	4.5	4.5	0.5	1	14	1	0	365
Total Number of Parents	643	366	302	207	141	284	195	158	248	149	2693.0
Total Parent Hours	652.5	322.5	209	169.5	83.5	135.5	150.5	86.5	232	184.5	2226.0

parent could be involved in more than one activity across months. Therefore, a yearly unduplicated count of parents who were involved with the program was collected from program teachers at the end of the school year. The annual unduplicated count of parents was estimated at 687.

All Day Kindergarten teachers attended two inservice meetings during the school year. The topics and dates of these meetings were: The Orientation Inservice on September 8, 1989 and the Early Literacy Inservice, February 6, 1990. The General Inservice Evaluation Form was completed by participants at the meetings (see Appendix page 25). The responses of the All Day Kindergarten group are summarized in Table 12. As Table 12 indicates, the ADK teachers attending the meetings agreed that the information presented would assist them in their program. Teachers did not often respond to the open-ended items provided on the evaluation form and the comments made were generally diverse in nature. The data indicated that respondents valued having the opportunity for program teachers to share and hear ideas for classroom use, to learn new methods to improve parent involvement, and having adequate meeting time for it to occur. Teachers expressed a desire for such meetings to occur again.

Table 12

Number and Average Responses to Inservice Statements
for All Meetings During 1989-90 School Year

Statements	Number Responding	Average Response	Responses SA (5)	A (4)	U (3)	D (2)	SD (1)
I think this was a very worthwhile meeting.	31	4.7	23	8	0	0	0
The information presented in the meeting will assist me in my program.	31	4.7	23	8	0	0	0
There was time to ask questions pertaining to the presentation.	31	4.7	24	6	0	1	0
Questions were answered adequately.	30	4.7	22	7	0	1	0

Note: Items were rated using a 5-point scale where (1) SD = strongly disagree; (2) D = disagree; (3) U = undecided; (4) A = agree; and (5) SA = strongly agree.

It should be noted that the Orientation Inservice Evaluation Form was specifically designed to address concerns regarding the Opening Conference Inservice (see Appendix pages 23-24). The average responses indicated teachers agreed that the inservice meeting was very worthwhile, the information presented was useful, and there was time to ask questions and have questions answered; the average response for the Program Coordinator's and Evaluator's presentations were rated as excellent. For more detailed accounts of the evaluation, the reader is referred to the ESEA Chapter 1 report of the Orientation Inservice which was submitted to the Department of State and Federal Programs, Columbus Public Schools.

The visitation plan called for the Chapter 1 evaluator to visit program teachers in selected schools and record their perceptions on the Evaluator's Visitation Log. There were 17 All Day Kindergarten (ADK) Program classrooms located in 17 buildings; of this number, six (35.3%) classrooms in six buildings were visited. Program teachers selected for visitation were those not visited for two years, with consideration being given the teacher's preferred days of visitation within the allocated time selected for visitation by the program evaluator, and the effect of the school's location on efficient travel planning. It was assumed those selected would be representative of the program staff. Visitations occurred during the period from February 19 to March 23, 1990.

The data indicated no major problems regarding evaluation feedback, space, materials, or environmental noise; some concerns were expressed regarding the selection process, testing procedures, facilities, and the environmental temperature. Of the six teachers interviewed, five indicated that the level of communication with cooperating teachers was good; coordinating instruction for the reading program was rated as very important and generally occurred on an informal basis. The data indicated that all of the program teachers rated the degree of parent response to efforts of parent involvement as not as successful as desired. All teachers (6) responding indicated that the inservice meetings were helpful and reflected the new direction of the program. Inservice meetings also provided an opportunity to share mutual concerns, solutions, and new ideas. Everyone stated that the program had goals and objectives, with each having varying interpretations and utilizing diverse strategies to see them attained.

For a more detailed account of the evaluation, the reader is referred to the ESEA Chapter 1 Report of School Visitations to All Day Kindergarten Classrooms, 1989-90, which was submitted to the Department of State and Federal Programs, Columbus Public Schools.

Summary/Recommendations

The All Day Kindergarten Program provided underachieving kindergarten pupils in 17 schools with an extra half day of instruction, in addition to the half day they received in a regular kindergarten classroom. The goal of the program was to prepare pupils for first grade. The criteria for inclusion in the evaluation sample included: (a) attendance for 80% of the program days; (b) administration of both the pretest and the posttest; and (c) English speaking. The attendance criterion was met by 365 pupils which was 64.6% of the 565 English speaking pupils served. Of these, 313 received both administrations of the achievement tests and had valid scores on Total Reading; 339 had valid scores on Oral Comprehension.

The data indicated of those tested in the sample, 265 (84.7%) pupils gained 3.0 NCE points or more for the instructional period in total reading; 279 (82.3%) pupils gained 3.0 NCE points or more for the instructional period in oral comprehension. These numbers represented a gain of more than one and one half times the expected rate of progress for the areas assessed in reading. The first and second evaluation objectives called for at least 50% of the sample pupils to gain at least 3.0 NCE points in total reading (Objective 1) and oral comprehension (Objective 2). The overall NCE gain for the program averaged 24.7 points on the total reading test, while the overall NCE gain on the oral comprehension test averaged 18.4 points. The data indicated program gains were far greater than anticipated and provide a very strong indication of success in the program's overall goal, to better prepare underachieving kindergarten pupils for first grade.

Parents/Guardians were encouraged by program teachers to be involved with their child through reading related activities and to share in the reading experience at home. Documentation of parent involvement was accomplished through the weekly completion and return of the Read At Home Log. Data were collected for 116 (31.8%) of the 365 pupils who met the attendance criterion for inclusion in the analysis. Of the 365 pupils, 18.6% (68) had parents who reported spending 75 minutes or more per week in working with their child. Teacher comments indicated difficulty in getting parents to return the log consistently and in teachers having the time to manage the home reading process. The evaluation objective stated that at least 50 percent of the parents of pupils in attendance for at least 80 percent of the program would report that they spent 75 minutes per week listening to or reading to the child. The evaluation objective was not attained.

While the Read At Home process was not as successful as desired, parents were involved in other ways as reflected in the analysis of the Parent Involvement Form. An unduplicated count of approximately 687 parents were directly involved with the program. Areas of parent involvement included: (a) planning operation, and/or evaluation; (b) group meetings; (c) individual conferences; (d) classroom visits and field trips; and (e) visits by the program teacher to their homes. The data would seem to indicate parents were more likely to come to school if requested by the teacher for an in-school related purpose than to document the time spent in reading with their child at home each week.

Program teachers attended two inservice meetings during the school year. The meetings received positive ratings by program teachers. Comments indicated teachers valued the opportunity to share and hear ideas of other staff members, to learn new methods to improve parent involvement, and to have adequate time for meetings.

The program evaluator collected process evaluation data by visiting selected project schools. The visitation plan called for the program evaluator to visit program teachers in selected schools and record the evaluator's observations and interviews with the teacher on the Evaluator's Visitation Log. Visitations occurred during the period from February 19 to March 23, 1990. Data gathered regarding evaluation and program concerns were generally found to be satisfactory. Five of the six teachers interviewed indicated that the level of communication with cooperating teachers was very good. Coordinating instruction of the reading program was rated as very important and generally occurred on an informal basis. However, all of the program teachers

rated the degree of parent response to efforts at parent involvement as being less successful than desired. Some concerns were expressed regarding the selection process, testing procedures, facilities, and environmental noise. Teachers also expressed a desire for more inservice meetings to share instructional ideas, to enhance instructional skills, and to be mutually encouraged.

Based on the evaluation results, it is strongly recommended that the All Day Kindergarten program be continued in the 1990-91 school year and that the success of the program could be increased if action were taken on the following items:

1. Teachers should be encouraged to continue to creatively utilize numerous methods to encourage parents to be involved with their child's home reading experience. Program parents should continue to be encouraged to provide educational support at home for their child to increase those skills needed to be successful in first grade.

2. More time-efficient methods should be explored to enhance the documentation and management process of the home reading experience for both parents and teachers during the 1990-91 school year.

3. Teachers have masterfully employed a number of techniques and incentives to help pupils to be successful in reading. Program teachers should be provided more inservice meetings to: (a) support their efforts and heighten their level of parent involvement skills; and (b) share instructional ideas to enhance instructional skills.

4. School visitations should be continued next year. These visits provide useful information regarding instruction, evaluation, and related concerns of the program teacher.

References

CTB/McGraw-Hill Staffwriters. (1981). Comprehensive Test of Basic Skills, Monterey, California: CTB/McGraw-Hill.

Johnson, J. (1990). Report of School Visitation to All Day Kindergarten Program Classrooms, 1989-90. Interim Evaluation Report, Columbus, Ohio: Columbus Public Schools, Department of Program Evaluation.

ADK HOME READING

Week Beginning _____

DAY	BOOK TITLE	MINUTES READ
FRIDAY		
SATURDAY		
SUNDAY		
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		

_____ STUDENT _____ PARENT'S SIGNATURE

DPSP KBS 9/89

ADK HOME READING

Week Beginning _____

DAY	BOOK TITLE	MINUTES READ
FRIDAY		
SATURDAY		
SUNDAY		
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		

_____ STUDENT _____ PARENT'S SIGNATURE

DPSP KBS 9/89

09 MAR 90 RUN DATE
16:52:53 RUN TIME

PAGE

CHAPTER 1
ADK
ADK HOME READING FORM
1989-90

TEACHER
SCHOOL

STUDENT NAME (1)	STUDENT NUMBER (2)	BIRTH DATE (3)	DATE OF ENROLLMENT IN PROGRAM (4)	TOTAL NUMBER OF MINUTES READING AT HOME WEEK OF 1-22-90 (5)	COMMENTS (6)
				---------	----------
				---------	----------
				---------	----------
				---------	----------
				---------	----------
				---------	----------
				---------	----------
				---------	----------
				---------	----------
				---------	----------
				---------	----------
				---------	----------
				---------	----------
				---------	----------

NOTE: HOME READING IS BEING CHECKED
FOR THE WEEK OF 1-22-90 ONLY.

PREPARED BY
PROGRAM EVALUATION

COLUMBUS PUBLIC SCHOOLS Columbus, Ohio PUPIL CENSUS FORM

LAST NAME FIRST NAME SEX GRADE TEACHER NUMBER

SCHOOL G. P. GRADE

USE A NUMBER 2 PENCIL. ERASE COMPLETELY WHEN MAKING CORRECTIONS

WAS THIS A "NON-ENGLISH SPEAKING" STUDENT?
YES * NO *

DID THIS PUPIL BECOME QUALIFIED FOR A SPECIAL ED. PROGRAM?
YES * NO *

HOW DID YOU FEEL THIS PUPIL PROGRESSED WHILE IN YOUR PROGRAM?
MUCH PROGRESS * SOME PROGRESS * LITTLE PROGRESS * NO PROGRESS *

TEACHER NUMBER

PROGRAM CODE

STUDENT

SCHOOL

GRADE

SEX

TOTAL DAYS OF PROGRAM ENROLLMENT 1 2 3

TOTAL DAYS OF PROGRAM ATTENDANCE 4 5 6

HOURS OF INSTRUCTION PER WEEK

NCS Trans Optic 08 8153 ...

25

20

26

CHAPTER 1 EVALUATION
PARENT INVOLVEMENT SURVEY

mailing label
goes here

Name _____

School _____

For the month of MAY

DIRECTIONS:
1. Complete all information according to the instructions, fold over so back is showing, staple, and place in school mail.

2. Place a parent in only one activity for any one meeting.

3. Total hours (Column B) equals the number of parents times the number of hours spent, e.g., a group meeting for 10 parents which lasts 3 hours would result in 10 parents (Column A) and 30.0 hours (Column B), 15 parent conferences each for 30 minutes would result in 15 parents and 7.5 hours. Please round all figures in Column B to the nearest half hour. Enter half hours as .5, **no fractions please.**

4. Item 6 - This is the number of different parents seen during the month. If you had 16 parent conferences but 10 conferences were with the same parent, the number is 7 parents - you saw 7 parents but had 16 conferences. **Do not count the same parent more than once for the month.**

	(A) Number of Parents	(B) Total Number of Hours
1. Parents involved in the planning, operation, and/or evaluation of your unit	_____	____.__
2. Group Meetings for Parents	_____	____.__
3. Individual Parent Conferences (include phone conferences)	_____	____.__
4. Parental Classroom Visits or Field Trips	_____	____.__
5. Visits by you to Parent Homes	_____	____.__
6. Number of different parents seen during the month	_____	

PLEASE PUT IN SCHOOL MAIL NO LATER THAN MONDAY, JUNE 3, 1991

EVALSRVCS/P513/FRMPRINVL

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CHAPTER 1 EVALUATION
PARENT INVOLVEMENT SURVEY

ESTIMATE OF JUNE PARENT INVOLVEMENT

DIRECTIONS:

1. Complete all information according to the instructions, fold over so back is showing, staple, and place in school mail.
2. Place a parent in only one activity for any one meeting.
3. Total hours (Column B) equals the number of parents times the number of hours spent, e.g., a group meeting for 10 parents which lasts 3 hours would result in 10 parents (Column A) and 30.0 hours (Column B), 15 parent conferences each for 30 minutes would result in 15 parents and 7.5 hours. Please round all figures in Column B to the nearest half hour. Enter half hours as .5, **no fractions please.**
4. Item 6 - This is the number of different parents seen during the month. If you had 16 parent conferences but 10 conferences were with the same parent, the number is 7 parents - you saw 7 parents but had 16 conferences. **Do not count the same parent more than once for the month.**

Activities	(A) Number of Parents	(B) Total Number of Hours
1. Parents involved in the planning, operation, and/or evaluation of your unit	_____	_____.__
2. Group Meetings for Parents	_____	_____.__
3. Individual Parent Conferences (include phone conferences)	_____	_____.__
4. Parental Classroom Visits or Field Trips	_____	_____.__
5. Visits by you to Parent Homes	_____	_____.__
6. Number of different parents seen during the month	_____	

CHAPTER 1 ANNUAL PARENT COUNT

Enter in the box to the left the number of different parents you had involved this school year. COUNT EACH PARENT ONLY ONCE FOR THE YEAR. If you have questions, please call Jane Williams at 365-5167.

PLEASE PUT IN SCHOOL MAIL NO LATER THAN MONDAY, JUNE 3, 1991

EVALSRVCS/p513/CPMPRINVL

ESEA CHAPTER 1 AND DPPF
ORIENTATION INSERVICE EVALUATION FORM
1989-90 ORIENTATION

Date of Orientation Meeting _____ A.M. ___ P.M. ___

Circle only the program(s) you are in:

ESEA Chapter 1 Programs:
(1) ADK
(2) CLEAR-Reading Recovery
(3) CLEAR Non-Public (1-8)
(4) CLEAR-Primary-Whole Language (2-3)
(5) CLEAR-Elementary Regular (2-5)
(6) CLEAR-Elementary-CAI (3-5)
(7) CLEAR-Middle Regular (6-8)
(8) CLEAR-Middle-CAI (6-8)
(9) MIC-Elementary-CAI (3-5)
(10) MIC-Elementary-CBE (3-5)
(11) MIC-Middle-CBE (6-7)

DPPF Programs:
(12) Secondary Reading (Regular)
(13) Secondary Reading (CAI)
(14) HSCA

Other (Specify)
(15) _____

Circle the number that indicates the extent to which you agree with statements 1-4, in rating the overall day of inservice.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I think this was a very worthwhile inservice.	5	4	3	2	1
2. The information presented in this inservice will assist me in my program.	5	4	3	2	1
3. There was time to ask questions pertaining to the presentations.	5	4	3	2	1
4. Questions were answered adequately.	5	4	3	2	1

Circle the number that indicates how you would rate each of the following portions of today's inservice in regard to interest and usefulness of presentations.

	Superior	Excellent	Good	Fair	Poor
5. Program Coordinators' Presentation					
a. Interest	5	4	3	2	1
b. Usefulness	5	4	3	2	1
c. Clarity of instructions	5	4	3	2	1

****
*
* Please turn over for questions 6-9 *
*
****

	Superior	Excellent	Good	Fair	Poor
6. Evaluation Presentation					
a. Interest	5	4	3	2	1
b. Usefulness	5	4	3	2	1
c. Clarity of instructions	5	4	3	2	1

7. What was the most valuable part of this meeting?_____

_____

8. What was the least valuable part of this meeting?_____

_____

9. What additional information or topics would you like to see covered in future meetings?

_____

_____

_____

GENERAL INSERVICE EVALUATION FORM
1990-91

Inservice Topic: _____

Presenter(s): _____

Date: ___/___/___ (e.g., 03/05/91)
MM DD YY

Session (Check only one): _____ all day _____a.m. _____ p.m.

Circle only the program(s) you are in:

ESEA Chapter 2 Program:
(1) FDK

ESEA Chapter 1 Programs:
(2) ADK
(3) Reading-Elementary (2-5)
(4) Mathematics-Elementary (3-5)
(5) Reading-Middle School (6-8)
(6) Mathematics-Middle School (6-8)
(7) N or D (1-12)
(8) Non-Public (1-8)
(9) Reading Recovery (1)
(10) Chap. 1 Early Literacy (1-2)

DPPF Programs:
(11) Instructional Assistant - K
(12) Instructional Assistant - 1
(13) DPPF HSCA
(14) DPPF Early Literacy (2)

General Fund Program:
(15) General Fund HSCA

Other (Specify)
(16) _____

Circle the number that indicates the extent to which you agree or disagree with statements 1-4.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I think this was a very worthwhile meeting.	5	4	3	2	1
2. The information presented in this meeting will assist me in my program.	5	4	3	2	1
3. There was time to ask questions pertaining to the presentation.	5	4	3	2	1
4. Questions were answered adequately.	5	4	3	2	1

5. What was the most valuable part of this meeting? _____

_____

6. What was the least valuable part of this meeting? _____

_____

7. Please list any additional information or topics you would like to see covered in future meetings. a) _____

b) _____

c) _____

1989-90
Teacher Census Form

Social Security Number __ __ __-__ __-__ __ __ __

Name _____ Program Code _ _ _ _ _

School Assignment _____ Cost Center _ _ _

Your Department of Federal and State Programs Coordinator _____

Circle only the program(s) you are in:

ESEA Chapter 1 Programs:

(1) ADK
(2) CLEAR-Reading Recovery
(3) CLEAR Non-Public (1-8)
(4) CLEAR-Primary-Whole Language (2-3)
(5) CLEAR-Elementary Regular (2-5)
(6) CLEAR-Elementary-CAI (3-5)
(7) CLEAR-Middle Regular (6-8)
(8) CLEAR-Middle-CAI (6-8)
(9) MIC-Elementary-CAI (3-5)
(10) MIC-Elementary-CBE (3-5)
(11) MIC-Middle-CBE (6-7)

DPPF Programs:

(12) Secondary Reading (Regular)
(13) Secondary Reading (CAI)
(14) HSCA

Other (Specify)

(15) _____

Full-Time Employee _____

or

Part-Time Employee _____

EVALSRVCS/CHAPTER 1/ORIEN89

Columbus Public Schools
All Day Kindergarten Program
EVALUATOR'S VISITATION LOG

School _____ Teacher _____

Time _____ Date _____

1. How important is it to coordinate instruction with the classroom teacher?

Very Important				Unimportant
5	4	3	2	1

2. What, if anything, do you do regularly to coordinate your reading program with the reading program the pupils receive from their classroom teacher? _____

_____

_____

3. In general, how would you rate the degree of communication between you and the classroom teacher?

Very Good				Very Poor
5	4	3	2	1

4. How would you rate the following?

	Very Adequate				Inadequate
Selection Process	5	4	3	2	1
Testing Procedures	5	4	3	2	1
Evaluation Feedback	5	4	3	2	1
Facilities	5	4	3	2	1
Space	5	4	3	2	1
Materials	5	4	3	2	1
	Very Good				**Very Poor**
Environmental Temperature	5	4	3	2	1
Environmental Noise Level	5	4	3	2	1

5. In general how would you rate parent response to your efforts at parent involvement?

Very Good				Very Poor
5	4	3	2	1

_____

_____

6. Does your program have goals and objectives? If yes, what are they? _____

_____

_____

_____

7. What instructional methods and materials have you found particularly effective in improving reading comprehension? _____

_____

8. What do you do to maximize the use of academic learning time ("time on task")?

_____

_____

9. How do you monitor student progress? _____

_____

10. How do you give recognition and provide feedback to pupils? _____

_____

11. In what way has inservice been helpful in your approach to instruction?

_____

_____

12. In what way has current research been helpful in your approach to instruction?

_____

_____